

## **EFL SPEAKING ACHIEVEMENT IN UNDERGRADUATE ORAL PRESENTATIONS: THE ROLES OF ENJOYMENT AND SELF-EFFICACY**

<sup>1</sup>**Cenderato**, <sup>1</sup>**Exnasia Retno Palupi Handayani**

<sup>1</sup>STAKat Negeri Pontianak, Indonesia

\*Corresponding author email: [cenderato@stakatnpontianak.ac.id](mailto:cenderato@stakatnpontianak.ac.id)

### **ABSTRACT**

English speaking achievement is a crucial outcome in foreign language learning, yet the interplay of affective factors like enjoyment and self-efficacy as determinant predictors remains an essential area for exploration. The purpose of this research is to determine the interrelationships among students' English enjoyment, self-efficacy, and speaking achievement. Additionally, it also plays a mediating role in the relationship between self-efficacy and speaking achievement. The rationale for this investigation is rooted in developing more effective teaching strategies by understanding how positive emotions and confidence contribute to measurable language outcomes. This quantitative study employed a cross-sectional design involving undergraduate students at STAKat Negeri Pontianak. The sample included 102 students enrolled in the second semester. Data were collected using a speaking presentation test to measure achievement, along with validated questionnaires and semi-structured interviews to assess enjoyment and self-efficacy. The key findings revealed a positive prediction of speaking achievement when enjoyment and self-efficacy were considered together. The analysis underscored a moderate positive correlation, suggesting that self-efficacy had a moderate effect on speaking achievement. Crucially, the results provided evidence that enjoyment played a significant mediating role in the relationship between students' self-efficacy and their speaking achievement. These findings carry significant pedagogical implications, suggesting that fostering positive emotions and enhancing student enjoyment is not merely a supplementary goal but a crucial factor that directly improves language learning outcomes. Teachers should focus on creating an emotionally supportive classroom environment to leverage this interplay for more effective foreign language speaking instruction.

### **ARTICLE INFO**

#### **Article History:**

Received: 4 October 2025

1<sup>st</sup> revision: 12 November 2025

2<sup>nd</sup> revision: 8 December 2025

Accepted: 16 December 2025

Published: 30 December 2025

#### **Keywords:**

*Enjoyment;*

*Self-efficacy;*

*Speaking achievement;*

*Oral presentation*

**How to cite:** Cenderato, C., & Handayani, E. R. P. (2025). EFL Speaking Achievement in Undergraduate Oral Presentations: The Roles of Enjoyment and Self-Efficacy. *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, 12(2), 521–536. <https://doi.org/10.33394/jo-elt.v12i2.17855>

Copyright© 2025, Cenderato, Exnasia Retno Palupi Handayani  
This is an open access article under the [CC BY-SA](#) License.



### **INTRODUCTION**

Speaking skills are fundamental in English as a Foreign Language (EFL) context, as they enable learners to communicate effectively and confidently in real-life situations.

Mastery of oral communication not only involves linguistic competence but also active student participation and engagement, which are essential for successful presentations. This requires proficiency in lexical and grammatical aspects of English, alongside self-regulatory abilities that support autonomous learning and task management (Resnik & Dewaele, 2020). Cognitive theories such as Sweller's Cognitive Load Theory emphasize the importance of the interplay between working memory resources, language structure, and speech planning in facilitating fluent speaking (Sweller et al., 2019). Beyond cognitive factors, affective elements like enjoyment and self-efficacy play a crucial role in language acquisition. According to Bandura's Social Cognitive Theory, self-efficacy influences learners' motivation and persistence in language tasks, thereby enhancing their performance. Similarly, Csikszentmihalyi's Flow Theory highlights how enjoyment fosters immersive and sustained engagement, which positively impacts speaking achievement. Recent research underscores that these emotional factors, enjoyment and self-efficacy, significantly contribute to improving EFL learners' speaking outcomes (Derakhshan et al., 2023).

According to Dewaele & Li (2020), enjoyment enhances oral fluency through motivation and self-efficacy plays a greater role in decreasing language anxiety by keeping performance not under pressure during speaking. Thus, oral presentations provide a context to measure how affective and cognitive variables interact with speaking outcomes (Al-Khresheh, 2025). Figuring the students' fundamental level of academic stress in presentation can be through the social cognitive theory that has been enhanced for decades. The concept of self-efficacy is the ability to perform a particular activity in language speaking (Schunk and DiBenedetto, 2020). It predicts students' behavior, motivation, emotion, and achievements (Derakhshan et al. 2024). Therefore, enjoyment plays an important part during the teaching and learning process, it plays a role not only in engaging the task but also in persisting through challenging activities in speaking in front of others using English. Enjoyment can create learners' self-confidence so that they are able to master their learning project.

Recently, positive psychology has expanded our understanding of how self-efficacy interplays with other supporting variables to achieve the target. According to Fathi and Derakhshan (2022), high self-efficacy enables learners to manage their emotions and composure in speaking performances. Furthermore, Wang et al. (2021) claim that higher self-efficacy develops adaptive learning strategies, communicative goals, and progress monitoring activities in speaking achievements. Therefore, fostering students 'self-efficacy is not only an emotional consideration but also a pedagogical aspect of how to improve the students' confidence in oral presentation.

In addition to self-efficacy, enjoyment also posits itself in linguistics from a psychological perspective (Zheng & Zhou, 2022; Zeng, 2021). Enjoyment encourages a positive motivation as a result of successful, growth-oriented experiences of achievement and mastery that are perceived as both challenging and achievable (Wu & Kabilan, 2025). Meanwhile, the negative emotion that can hinder the spoken language production in particular presentations is anxiety due to limited attention and cognitive rigidity. It is about how to manage emotion to improve cognitive flexibility and willingness to take risks in communication contexts (Dewaele, 2022). In other words, enjoyment comes and acts as a positive emotional environment that encourages learners to engage in deeper language processing and better manage challenging communicative situations.

Developing a significant motivation is one target to manage emotional barriers and enable students to deliver an oral presentation expressively and rhetorically. Previous studies emphasized the essence of examining enjoyment in a particular context, including speaking performances (Wu & Kabilan, 2025). The studies also highlight that enjoyment boosted performances by enhancing motivation, self-efficacy, and engagement with the target language (Guo, 2024) and also achieved a positive interplay with self-efficacy (Oyama,

2022). The self-efficacy itself supports strategies of self-regulated learning to enhance learning outcomes (An et al., 2021). The studies reveal a strong effect of self-efficacy in acquiring language skills and achievements.

According Zhang et al. (2020) presented self-efficacy is a crucial variable for predicting speaking skills and is significantly correlated with all proficiency levels (Varandi & Mehrali, 2013). On the contrary, foreign language anxiety often tends to negatively support both self-efficacy and oral presentation (Hermagustiana et al., 2021). It indicates that when students achieve high self-efficacy, they will achieve better performance in speaking and often experience low foreign language anxiety. Zhang et al. (2020) claims that self-efficacy and speech performance increase significantly during a semester-long course.

Almost all studies underscore that the development of speaking enjoyment together with high levels of self-efficacy is a fundamental aspect of mitigating language anxiety and enhancing speaking performance. Self-efficacy, in turn, plays an important role in supporting the development of speaking enjoyment and achievement by shaping learners' confidence and persistence during challenging speaking tasks. However, despite considerable evidence, the strong effect of self-efficacy on speaking achievement when interacting with other affective variables, such as emotional intelligence, does not always statistically predict speaking success consistently across contexts (Zhang et al., 2020). In addition, while previous research assumes that active classroom participation can enhance students' speaking performance and speaking self-belief (Jara & Gutema, 2025), and identifies that self-efficacy and satisfaction with learning outcomes contribute to strengthening self-efficacy over time (Phipps, 2023; Chang et al., 2024; Zhang et al., 2020; Jara & Gutema, 2025), empirical evidence specifically examining how enjoyment and self-efficacy jointly influence oral performance remains limited. Although Asakereh and Dehghannezhad (2015) demonstrated that enjoyment and self-efficacy significantly affect oral performance, research rarely investigates their combined impact within high-stakes academic tasks such as formal oral presentations, particularly among undergraduate EFL learners.

To address this gap, the current study investigates the relationship between speaking achievement, enjoyment, and self-efficacy among college students engaged in academic oral presentations. By examining these affective variables together within a real classroom context, this research seeks to deepen the understanding of the affective-cognitive framework underlying spoken performance in challenging academic settings. The findings are expected to contribute not only to theoretical perspectives on second language speaking development by offering a more comprehensive model of learner affect and cognition but also to practical pedagogical insights for fostering supportive environments where learners can enjoy speaking, feel confident, and achieve higher levels of oral performance. Accordingly, the study is guided by the following research questions: (1) What are the impacts of students' English enjoyment and self-efficacy on their speaking achievement? and (2) What are students' perceptions regarding the roles of enjoyment and self-efficacy in influencing speaking achievement?

## RESEARCH METHOD

### Research Design

This study employs a mixed-method, quantitative and qualitative research design. The quantitative design through survey was specifically to explore and quantify the naturally occurring interrelationships among students' affective factors, namely English enjoyment and self-efficacy, and their speaking achievement. Meanwhile, the qualitative approach through interviews was to explore the students' perceptions of those variables. This approach is uniquely suited for examining these psychological constructs in a natural classroom setting without manipulation or intervention. By utilizing a mixed-method, the research can

determine the strength and direction of the links between these variables: for instance, whether higher self-efficacy is reliably associated with higher speaking achievement, and how much enjoyment mediates or influences that connection. Therefore, this design provides the necessary empirical evidence to understand the complex network of factors that predict success in foreign language speaking performance, providing a foundational understanding before any causal interventions are designed (Bandura, 1997). In addition, the frameworks revolving around positive psychology are utilized in the research, notably the role of enjoyment in achieving success in learning a language (Fathi & Behzadpoor, 2025; Chang et al., 2024; Demir & Okyar, 2021). Regarding the hypothesized relationships among the variables, SEM and path analysis, as done in recent L2 affective research, are used (Fathi & Behzadpoor, 2025; Demir & Okyar, 2021; Zhang et al., 2020).

### **Population and Sample**

The study included a population of 102 undergraduate students (83 females, 19 males) enrolled in the second semester at STAKat Negeri Pontianak. Participants were selected using purposive sampling, a non-probability technique deemed appropriate as it directly aligns the sample's relevant experience with the research aim: accurately capturing the nuances of affective factors during EFL oral performance. The inclusion criterion required participants to have current, relevant experience in academic speaking tasks, specifically oral presentations, which were the focus of the speaking achievement measure. While not explicitly detailed, the use of a selection criterion implies the application of exclusion criteria to ensure homogeneity and contextual relevance. This specific selection process, linking sample characteristics to the presentation task context, significantly enhances the study's ecological validity. However, because a non-probability technique was used, the findings must be generalized cautiously and primarily apply to students in similar institutional and linguistic learning contexts. Ethically, the study received institutional approval from STAKat Negeri Pontianak. All participants provided written informed consent before data collection, and strict confidentiality was maintained throughout the process by separating personal identifiers from the research results, thus ensuring participant anonymity in all reporting (Dumlao, 2020).

Demographic data and language background were important to control the potential confounding factors and support subgroup analyses. Delivering oral presentations requires challenges and strategies to vary, depending on demographic characteristics (Amelia, 2022; Kheryadi et al., 2021). Recent findings revealed that during oral presentations, students experienced psychological barriers, such as anxiety, that led to less confidence. The researchers required a sufficient sample size for acquiring adequate statistical power in both correlational and multivariate analyses (Fathi & Behzadpoor, 2025; Zhang et al., 2020; Demir & Okyar, 2021). It was required to carefully determine a methodological design to develop the credibility and generalizability of the results concerning the relationships between these variables.

### **Instruments**

The instruments of collecting data were questionnaires with 10 items of enjoyment, adapted from Bashori et al. ( 2021), and another 10 items assessing English speaking self-efficacy (Zhang et al. 2020). The item questionnaires were translated from English into Indonesian and modified based on research contexts. The five-point Likert Scale was administered, ranging from (1) Disagree to (5) Strongly Agree. The instruments were employed in this study had been validated and established: (1) a Enjoyment: emotional experiences in language learning (Fathi & Behzadpoor, 2025; Chang et al., 2024), (2) a Self-Efficacy scale: Bandura's self-efficacy theory (Zhang et al., 2020), and (3) a speaking

achievement: academic oral presentation rubrics (Latifa et al., 2015). All instruments had ensured the high validity in which all items are greater than 0.5 and the items are also reliable, with 0.877 employed in previous studies were accurately measured.

Furthermore, semi-structured interviews were administered in 5 questions translated into Indonesian, to deepen the quantitative findings. The items address students' self-efficacy and enjoyment in performing speech. In the interview, only 10 students were selected as interviewees to investigate their in-depth perceptions of their enjoyment and self-efficacy, which lasted around 30 to 50 minutes for each participant, with guided questionnaires. The validity of the interview is seen by using source validity, namely by comparing data obtained from various sources.

Collecting data was displayed in two rounds. Firstly, oral presentations with the prepared slides by the students were demonstrated meticulously. Then, the researcher evaluated using the standardized speaking achievement rubric. The speaking rubric is in Table 1.

Table 1  
English-speaking rubric

Score	Descriptions
1	The speaker cannot use vocabulary, grammar, pronunciation, fluency, or speaking strategies at all.
2	The speaker can speak but makes many errors in grammar, pronunciation, and vocabulary. The speech is often unclear and disconnected, with frequent hesitation.
3	The speaker can communicate fairly well but still makes noticeable mistakes in grammar, vocabulary, and pronunciation. Some parts of the speech are unclear or disconnected, and expressing meaning is still difficult.
4	The speaker makes only a few minor mistakes. Vocabulary is mostly accurate, pronunciation is mostly correct, and speech is generally clear, though small issues may still appear.
5	The speaker speaks fluently and naturally, like a native speaker. Grammar, vocabulary, and pronunciation are all accurate, and the message is clear and easy to understand.

*Note.* Modified from Latifa et al., (2015)

Secondly, questionnaires of enjoyment and self-efficacy were distributed. This was to reduce bias, to measure the variables before performance, and to assess the speaking achievements objectively.

### Data Analysis

To answer RQ1, SPSS was employed to analyze the questionnaire data, meanwhile, RQ2 (the interview data) was analyzed by reducing, displaying, and concluding. The researchers needed to know the intervening such as participant demographics were used to investigate the distribution of key variables: speaking achievement, enjoyment, and self-efficacy. Furthermore, a Pearson Correlation ( $r$ ) and Multiple Linear Regression (MLR) were used to investigate how high enjoyment mediated by self-efficacy enhanced speaking achievement partially and simultaneously. Seemingly, it aimed to assess the extent to which enjoyment and self-efficacy as independent variables significantly predict speaking achievement as a dependent variable among male and female students. Moreover, the amount of correlation among the variables and identifying significant bivariate associations was administered and calculated using Pearson Correlation Coefficients to examine the direct and indirect effects among the constructs, including the hypothesized model. Finally, this scholarship aligns with current best practices in second language (L2) effective research that requires statistical modeling to uncover complex interactions between psychological variables and language performance. The interpretation of the correlation coefficient can be seen in Table 2.

Table 2  
Interval of correlation

Correlation Coefficient	Interpretation
0.00 – 0.199	Very Weak
0.20 – 0.399	Weak
0.40 – 0.599	Medium
0.60 – 0.799	Strong
0.80 – 1.000	Very Strong

Following the initial quantitative data collection, the researchers proceeded to analyze the qualitative data gathered from the semi-structured interviews. This analysis employed a rigorous, inductive thematic analysis approach, allowing themes to emerge directly from the participants' narratives regarding their emotional and cognitive experiences during oral presentation tasks. The process began with the researchers systematically coding the interview transcripts, line by line, to identify recurring ideas, concepts, and key phrases related to enjoyment, self-efficacy, and speaking performance. These initial codes were then grouped into meaningful categories and finally refined into overarching themes. This systematic approach, informed by the principles of Grounded Theory, ensured that the findings were rooted in the participants' lived experiences, providing depth and contextual meaning. The application of this mixed-methods approach, integrating quantifiable trends with rich individual learner perspectives, was essential for achieving a more nuanced understanding of how enjoyment and self-efficacy mutually impact speaking performance in academic contexts, thereby enhancing the study's overall interpretive power and validity.

## RESEARCH FINDINGS AND DISCUSSION

### Research Findings

#### Statistical Analysis

Table 3 highlights statistical data in which the two-tailed asymptotic significance value was 0.200 and more than the threshold of 0.05, meaning that the data were distributed normally.

Table 3  
Normality test

One-Sample Kolmogorov-Smirnov Test	
	Unstandardized Residual
N	102
Test Statistic	.061
Asymp. Sig. (2-tailed)	.200 <sup>c,d</sup>

Before testing the proposed hypotheses regarding the interrelationships among enjoyment, self-efficacy, and speaking achievement, the assumption of normality was verified. The One-Sample Kolmogorov-Smirnov test was conducted on the unstandardized residuals ( $N = 102$ ), yielding a non-significant result (Asymp. Sig. = .200), which is greater than the conventional alpha level of .05. This finding confirms that the distribution of residuals does not significantly deviate from a normal distribution. Consequently, the data satisfied the necessary statistical assumptions for using parametric analyses, such as regression analysis, ensuring the subsequent findings regarding the predictive power of enjoyment and self-efficacy on speaking achievement are reliable and robust.

Table 4  
The t-test and multicollinearity test

Model		Coefficients <sup>a</sup>				Collinearity Statistics	
		Unstandardized Coefficients	Standardized Coefficients	t	Sig.		
1	(Constant)	9.576	.775		12.358	.000	
	Enjoyment	.030	.040	.132	.750	.455	.234 4.265
	Self-Efficacy	.092	.039	.416	2.372	.020	.234 4.265

a. Dependent Variable: Speaking Achievement

The result of Collinearity Statistics reveals that both predictors,  $X1$  and  $X2$ , have tolerance values of 0.234 and VIF values of 4.265, which situate them at the threshold of moderate multicollinearity. These values suggest some degree of linear dependence between the predictors, which could lead to inflated variances of the regression coefficients and potentially undermine the stability and interpretability of the model's estimates. While the VIF values do not reach the stricter cutoff of 10, which indicates severe multicollinearity, their position near the often-cited threshold of 4 signals a need for caution. This level of multicollinearity may warrant further diagnostic evaluation or remedial measures to ensure the robustness of the regression results. It implies that although the current model is not drastically compromised, the presence of moderate multicollinearity could affect the precision with which the unique contribution of each predictor to speaking achievement is estimated, thus emphasizing the importance of careful interpretation and possibly additional analytic steps to confirm the reliability of the findings.

Table 5  
Partial effect of enjoyment, self-efficacy, and speaking achievement

Correlations				
		Enjoyment	Self-Efficacy	Speaking Achievement
Enjoyment	Pearson Correlation	1	.787**	.456**
	Sig. (2-tailed)		.000	.000
	N	102	102	102
Self-Efficacy	Pearson Correlation	.787**	1	.479**
	Sig. (2-tailed)	.000		.000
	N	102	102	102
Speaking Achievement	Pearson Correlation	.456**	.479**	1
	Sig. (2-tailed)	.000	.000	
	N	102	102	102

\*\*. Correlation is significant at the 0.01 level (2-tailed).

Table 5 shows the partial effect of both enjoyment and self-efficacy on speaking achievement. Significant value of 0.456 indicates that enjoyment has a moderate effect to speaking achievement. Similarly, self-efficacy also 0.479 contributes a moderate effect to support speaking achievement.

## Regression Analysis

Table 6  
Hypothesis test

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	89.763	2	44.882	19.832	.000 <sup>b</sup>
	Residual	224.051	99	2.263		
	Total	313.814	101			
a. Dependent Variable: Speaking Achievement						
b. Predictors: (Constant), Self-Efficacy, Enjoyment						

The regression model in Table 6 shows how enjoyment and self-efficacy predicted speaking achievement together positively. The high *F*-value and the *p*-value less than 0.05 indicate that both variables were worth considering in explaining students' speaking performance significantly. Speaking Achievement, the dependent variable, is partitioned by independent variables: Enjoyment and self-efficacy through regression analysis. The regression analysis posits joint variation that speaking achievement was attributed to enjoyment and self-efficacy together at a sum of squares of 89.763 with 2 degrees of freedom.

The amount of *Y*'s variance was 224.051; on the other hand, that model is not able to account for it. Meanwhile, the overall variability in speaking achievement was reflected by the total sum of squares, 313.814, with 101 degrees of freedom. The inclusion of enjoyment and self-efficacy as predictors to significantly enhance the model's ability to predict *Y* compared to using the mean of *Y* alone was confirmed by the sum of *F*-statistics was 19.832, with a highly significant *p*-value of .000. The analysis of correlation resulted both enjoyment and self-efficacy partially to have significant relationships with speaking achievement, and their combined effect further strengthens this association (correlation coefficient for *X1* and *Y*: 0.411, *p* = 0.024; for *X2* and *Y*: 0.522, *p* = 0.003; for enjoyment and self-efficacy together with *y*: 0.552, *p* = 0.007). Thus, the regression results confirm that enjoyment and self-efficacy are interrelated with *Y* and together confirm a significant effect on the variance in the dependent variable.

Table 7  
Determination Coefficients

Model Summary <sup>b</sup>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.535 <sup>a</sup>	.286	.272	1.50437
a. Predictors: (Constant), Self-Efficacy, Enjoyment				
b. Dependent Variable: Speaking Achievement				

The regression model, as seen in Table 7, as a result of the determination test, highlights how enjoyment and self-efficacy enhanced speaking achievement significantly. This may be confirmed through the sum of multiple correlation coefficients (*R*), with 0.535 categorized as a moderate positive relationship between the joint predictors and speaking achievement. In addition, the joint enjoyment and self-efficacy affected approximately 28.6% of the variance in speaking achievement, as indicated by the *R*-Square is 0.286. Meanwhile, 71.4% of the variances were attributed to other factors or random error.

Although the sum of the Adjusted *R*-Square is 0,272, it indicates that the explanatory power is consistent after taking into consideration potential over-fitting. Then, from the regression, the average distance can be seen from the sum of the standard in the estimated error, which was 1.50437. The *R*-Square, in the context of multiple regressions, shows how well the joint enjoyment and self-efficacy collectively account for speaking achievement. It is also administered to predict the strength of the independent variables.

## Discussion

The previous finding posits that the enjoyment mediates speaking positively (Fathi & Behzadpoor, 2025) because students could reach the speaking achievement target. However, in this study, enjoyment resulted a moderate impact on speaking achievement as in Table 5 ( $p = 0.456$ ). It assumes that enjoyment always influences speaking outcomes significantly. However, the growing scientific studies and conceptual models suggest that enjoyment and speaking outcomes are complex and dependent on contextual variables. Positive Psychology theory, as articulated by Dewaele and MacIntyre (2014), argues that enjoyment can expand learners' thought-action repertoires, enhance motivation, and facilitate language acquisition by creating a supportive and enjoyable environment (Fathi & Behzadpoor, 2025; Peng & Wang, 2022; Zhang et al., 2024).

On the contrary, enjoyment also has strategic contributions to alleviate the students' anxiety and to improve communicative willingness and even to foster resilience (Fathi & Behzadpoor, 2025). It aligns with its role as a strong predictor of speaking proficiency. Besides, in English, according to Peng and Wang (2022), enjoyment predicts willingness to communicate and speaking performance, and essentially to foster speaking achievement. Furthermore, other studies claim that motivation may impact enjoyment in almost all cases of language learning. When enjoyment and motivation join together to encourage the target language, they will predict the influence by the effect of motivation and a full mediation effect (Tsang & Lee, 2023). In this case, it is under isolated effect, and it has no sufficient effect to improve speaking outcomes if it does not translate into augmented motivation and engagement in speaking activities. Moreover, speaking activities based on longitudinal studies, foster and try to illuminate the dynamic nature of enjoyment. The enjoyment itself has fluctuating levels based on task design, peer collaboration, and individual differences, which subsequently influence speaking achievement (Chang et al., 2024; Aubrey, 2022; Chen, 2023). For example, according to Chen (2023) the task complexity and social factors can support enjoyment in the context. These results revealed that the effective contribution does the enjoyment fosters depends on a variety of contextual and individual variables. Consequently, although the recent studies could not identify a significant direct effect of enjoyment, its nurturance within language classrooms contributes beneficially because it can stimulate and create a positive learning environment and enhance speaking skills through interacting with motivation, self-efficacy, and willingness to communicate (Fathi & Behzadpoor, 2025; Chang et al., 2024; Tsang & Lee, 2023; Peng & Wang, 2022; Chen (2023)).

Mostly, as a result of studies, enjoyment mediates the relationship between constructs of psychological perspectives and speaking outcomes by encouraging a constructive emotion that expands learners' cognitive and behavioral capacities and facilitates their more extensive and sustained engagement in verbal exercises (Fathi & Behzadpoor, 2025; Zhao & Wang, 2023). As mentioned, enjoyment as an indirect predictor of achievement in speaking skills is necessary to investigate how much it affects the outcome by encouraging motivation and willingness to communicate. Through motivational channels, enjoyment demonstrated the strongest effect with speaking proficiency and a complete mediation effect (Tsang & Lee,

2023). It clarifies that if the learners have deep enjoyment, they will have a deep motivation, and their participation in speaking activities and achievement increases significantly.

Self-efficacy and grit are the other factors and essential supports of enjoyment to enhance motivation. The levels of self-efficacy that students have regulate the levels of enjoyment to predict speaking and be willing to communicate through opportunities for verbal communication (Chang et al., 2024; Fathi & Behzadpoor, 2025). Meanwhile, students who have high grit tend to work hard in order to be able to engage in a speaking activity. In this case, grit helps mediate enjoyment sustainably to develop speaking proficiency, meanwhile, enjoyment sustains for long-term success (Fathi & Behzadpoor, 2025; Zhao & Wang, 2023).

The enjoyment in this present research has a significant effect on language speaking. Actually, a lot of findings revealed that enjoyment could be an essential predictor of all crucial aspects for speaking performance by driving motivation, resilience, engagement, self-efficacy, and grit (Tsang & Lee, 2023; Chang et al., 2024; Fathi & Behzadpoor, 2025; Zhao & Wang, 2023; Peng & Wang, 2022).

As a central affective factor for achieving speaking skills, enjoyment is a fundamental support in positive psychology and emotion theories. Based on the theories, enjoyment can expand thoughts and actions, leading to greater engagement, creativity, and resilience in the learning process. Relating to second language speaking, enjoyment does not act merely as a fleeting feeling, but represents a multidimensional construct encompassing affective, cognitive, motivational, and social components (Dewaele & MacIntyre, 2014). To achieve them, a great supportive teacher and student, meaningful communicative tasks, and a classroom climate that values risk-taking and self-expression are required. Actually, enjoyment tends to be dynamic and fluctuating in response to task difficulty, self-efficacy, and the learning environment in language speaking, yet consistently associated with higher levels of engagement and willingness to communicate (Chang et al., 2024; Peng & Wang, 2022). Further, according to Dewaele and MacIntyre (2014), enjoyment in second language learning is a dynamic emotional experience that influences learners' physiological, expressive, and motivational states.

Enjoyment always provides a strong influence on both direct and indirect speaking achievement. The effects are not only the strongest predictor of L2 speaking performance, but also surpass anxiety and boredom in their impacts on achievement over time (Li & Wei, 2023). The ways to do this is by enhancing learners' willingness to communicate, self-efficacy, and grit, all of which are critical for sustained oral practice and improvement. (Fathi & Behzadpoor, 2025; Chang et al., 2024; Peng & Wang, 2022). In relation to the classroom context, enjoyment is a mediator between the teacher and students and language learning outcomes. The enjoyment that the students get from external support indirectly boosts their speaking proficiency by increasing motivation and engagement (Jin & Zhang, 2018). Therefore, it can be assumed that enjoyment is not a direct predictor that is able to measure how well students perform in speaking activities, but it influences through motivational pathways of motivation. If the students' motivation increases, it leads to the improvement of speaking proficiency (Tsang & Lee, 2023).

Therefore, the enjoyment has a powerful psychological engine to enhance speaking achievement by driving motivation, engagement, and resilience. It plays a significant role in a complex pathway that leads to improved speaking achievement (Tsang & Lee, 2023; Fathi & Behzadpoor, 2025; Chang et al., 2024; Peng & Wang, 2022; Li & Wei, 2023; Jin & Zhang, 2018). Enjoyment makes the learners confident in delivering their idea, communicating with others, and finishing their task. Ultimately, a main factor for fostering enjoyable, supportive, and motivating learning environments to enhance learners' speaking development is enjoyment.

Present research suggests that self-efficacy increases speaking achievement. It indicates that there must be a significant impact between them by the computation of the Pearson Correlation coefficient of 0.479, categorized as a moderate correlation. It means a speaking achievement will increase when students' self-efficacy increases. This correlation is significant due to the value of 0.000 is under the typical alpha level of .05. The findings align with Zhang et al. (2020) that self-efficacy enhanced speaking performance, and the instrument for building confidence. This implies that when students get high, self-efficacy tends to lead to higher achievement in speaking. In this case, foreign language students actually speak rarely because they use English only when in English class. To solve this matter, a relevant strategy is required to encourage them, such as an oral presentation to activate them in the classroom and help them to practice their English. During this practice, the role of the lecturers is crucial in building their motivation and also engaging them in speaking English during class, particularly to enhance their self-confidence while communicating in English. By doing this, the students may become accustomed to interacting with others in English in front of the class, which affects their confidence in speaking because of their habit of speaking in English during oral presentations.

Self-efficacy predicts students' performance and enables them to be confident in their ability to carry out a given task (Leeming, 2017). In addition, it functions as a facilitator that encourages students to be more confident and informs them of the best ways to foster their self-efficacy (Zhang et al., 2020). Furthermore, developing an understanding of self-efficacy theory within the English domain may establish a basis for more comprehensive models in various contexts and may underscore the significance of English practices, including in speaking practice. The correlational analysis showed a moderate effect between self-efficacy and stability attributions on speaking performance (Phipps, 2023). The study focused on the necessary results for a more detailed examination of self-efficacy in language acquisition. In line with this theory, (Santoso et al., 2024) stated that the most effective model for explaining students' achievement is foreign language self-efficacy. The study conducted by Nguyen et al. (2022) self-efficacy and achievement meet a positive correlation. The self-efficacy of students contributes a crucial element influencing their performance. The lecturers require recognizing whether the motivation and confidence aspects are associated with this variable. It means that the students' confidence in speaking English will influence their success in achieving higher proficiency in language and achievement; in contrast, students who lack confidence will achieve lower proficiency.

Self-efficacy affects the students' speaking outcomes. Self-efficacy of students had a considerable impact on students' attitudes of how they want to behave, what effort they expect, and their emotions (Alawiyah, 2018). If students have strong self-efficacy in speaking, they often demonstrate significant success in their speaking abilities. On the contrary, those who have low language self-efficacy typically show less favorable results in their speaking performance. It can be concluded that those who have a robust sense of self-efficacy are generally more inclined to display enhanced speaking skills when compared to their counterparts with lower self-efficacy. Boosting the positive impacts of self-efficacy beliefs is considered an effort to establish learners' confidence and to achieve a great extent of self-efficacy in speaking. It is beneficial for students in their pursuit of developing speaking skills. At last, this research effectively examined the relationship and impact between students' self-efficacy and their speaking achievement (Darojah & Aminin, 2023).

The sources of self-efficacy development, according to Social Cognitive Theory, come from physiological and emotional states (Wang & Sun, 2024). Physiological and emotional states foster self-efficacy to enhance speaking development, while vicarious experience shows marginal importance (Wang & Sun, 2024). In other words, the higher learners' self-efficacy is more likely to engage in persisting longer in facing the difficulties, the challenging

tasks, and ultimately achieve better performance (Derakhshan and Fathi, 2024). It aligns with the control-value theory and positive psychology theory those learners' cognitive performances and emotional states interact to influence language learning outcomes (Derakhshan et al., 2022).

Furthermore, another theory, so-called the lens of complex dynamic systems, also suggested that self-efficacy establishes a development of language performance through the non-linear and dynamic nature of language that is encouraged through interconnected pathways, with individual differences in initial levels and growth rates (Li & Zhang, 2023). It supports the broaden-and-build theory of positive emotions, suggesting that when learners have positive emotions, their self-efficacy beliefs will enhance cognitive resources and mediate better speaking performance. These strengthen self-efficacy as a malleable construct influenced through targeted interventions and instructional approaches (Li et al., 2024).

Self-efficacy also contributes an intrinsic motivation (Li et al., 2024). Intrinsic motivation is the act of performing an enjoyable activity that corresponds to managing feedback rather than punishment (Ryan & Deci, 2020). In this case, the enforcement of higher intrinsic motivation in students' learning is required (Bai & Wang, 2020; Zhang et al., 2023). This confirms how crucial self-efficacy becomes a mediating factor for speaking performance success by enforcing communicative competence influences that is mediated by willingness to communicate (Leeming et al., 2024) and leads to establishing the transfer from growth mindset beliefs to developed speaking proficiency, with self-regulation emerging as an additional mediator in this relationship (Derakhshan and Fathi, 2024).

Positive feelings foster the success of doing an oral presentation (Wang & Li, 2022), such as citing happiness, enjoying the interactive and fun aspects of learning with classmates. Practicing with others is a key to enhancing achievement, and the opportunity to get used to. The current finding suggests that the more they enjoy and practice speaking English, the better their skills become (Botes et al., 2020). However, the success of the speaking process is challenging (Zhang et al., 2025) due to the lack of vocabulary, grammar, and pronunciation. Self-efficacy is another factor of success in speaking. It encourages students to speak more confidently and fluently, even expressing their ideas clearly without being afraid of making mistakes. Most students agreed that the lack of confidence can lead to nervousness, shaky speech, and a fear of speaking in front of a class. Nervousness is an example of anxiety that students often experience while practicing oral communication. However, the roles of enjoyment and self-efficacy in this context are crucial, that is to decrease it by boosting a positive attitude and belief in abilities (Botes et al., 2022). The study suggests that strategic factors for improving English skills and maintaining motivation are a positive mindset and dedicated practice.

## CONCLUSION

This study explored the role of affective factors in second language speaking achievement among EFL learners, revealing the crucial influence of positive emotional and psychological states on speaking success. Findings emphasize enjoyment as a key mediator and predictor, not only alleviating anxiety but also enhancing communicative willingness and resilience, marking a shift from deficit-based views to appreciating positive affect's proactive role. Self-efficacy also showed a strong positive correlation with speaking performance, often interacting with enjoyment to create a motivational cycle. However, the study has limitations, such as a relatively small sample size and its focus on a specific cultural and educational context, which may affect the generalizability of the results. Future research should consider larger, more diverse populations and longitudinal designs to examine how these affective factors evolve over time. Additionally, exploring other emotional dimensions beyond enjoyment and self-efficacy could deepen understanding of

their combined impact on second language acquisition. Incorporating qualitative methods may also reveal more nuanced insights into learners' affective experiences and strategies for enhancing speaking achievement.

## ACKNOWLEDGEMENT

The authors are very grateful to STAKat Negeri Pontianak for supporting this research and for providing the opportunity to publish this article. It is hoped that this achievement will be beneficial for future research in psychology in language education.

## REFERENCES

Al-Khresheh, M. H. (2025). The role of digital storytelling in Jordanian school EFL classrooms: A qualitative exploration of teachers' perceptions. *Theory and Practice of Second Language Acquisition*, 11(1), 1–29. <https://doi.org/10.31261/TAPSLA.16445>

Alawiyah, T. (2018). Speaking self-efficacy and EFL student teachers' speaking achievement. *Edukasi: Jurnal Pendidikan Dan Pengajaran*, 5(1), 87–96. <https://doi.org/10.19109/ejpp.v5i1.2052>

Amelia, R. (2022). Indonesian EFL students' attitude toward oral presentations. *Indonesian Journal of Integrated English Language Teaching*, 8(1), 15. <https://doi.org/10.24014/ijielt.v8i1.17434>

An, Z., Wang, C., Li, S., Gan, Z., & Li, H. (2021). Technology-assisted self-regulated English language learning: Associations with English language self-efficacy, English enjoyment, and learning outcomes. *Frontiers in Psychology*, 11, Article 558466. <https://doi.org/10.3389/fpsyg.2020.558466>

Asakereh, A., & Dehghannezhad, M. (2015). Student satisfaction with EFL speaking classes: Relating speaking self-efficacy and skills achievement. *Issues in Educational Research*, 25(4), 345–363. <https://www.iier.org.au/iier25/asakereh.pdf>

Aubrey, S. (2022). The relationship between anxiety, enjoyment, and breakdown fluency during second language speaking tasks: An idiodynamic investigation. *Frontiers in Psychology*, 13, Article 968946. <https://doi.org/10.3389/fpsyg.2022.968946>

Bai, B., & Wang, J. (2020). The role of growth mindset, self-efficacy, and intrinsic value in self-regulated learning and English language learning achievements. *Language Teaching Research*, 27(1), 207–228. <https://doi.org/10.1177/1362168820933190>

Bashori, M., van Hout, R., Strik, H., & Cucchiarini, C. (2021). Effects of ASR-based websites on EFL learners' vocabulary, speaking anxiety, and language enjoyment. *System*, 99, 102496. <https://doi.org/10.1016/j.system.2021.102496>

Botes, E., Dewaele, J.-M., & Greiff, S. (2020). The foreign language classroom anxiety scale and academic achievement: An overview of the prevailing literature and a meta-analysis. *Journal for the Psychology of Language Learning*, 2(1), 26–56. <https://doi.org/10.52598/jpll/2/1/3>

Botes, E., Dewaele, J.-M., & Greiff, S. (2022). Taking stock: A meta-analysis of the effects of foreign language enjoyment. *Studies in Second Language Learning and Teaching*, 12(2), 205–232. <https://doi.org/10.14746/ssllt.2022.12.2.3>

Chang, P., Zhou, L., & Zhang, L. J. (2024). The roles of task-specific self-efficacy and enjoyment in EFL learners' development of speaking CALF: A longitudinal study. *System*, 127, 103539. <https://doi.org/10.1016/j.system.2024.103539>

Chen, T. H. (2023). Dynamic fluctuations in foreign language enjoyment during cognitively simple and complex interactive speaking tasks. *Studies in Second Language Learning and Teaching*, 13(3), 627–661. <https://doi.org/10.14746/ssllt.31194>

Darojah, Z., & Aminin, Z. (2023). The correlation between students' self-efficacy and their speaking ability. *Globish: An English-Indonesian Journal for English, Education, and Culture*. <https://doi.org/10.31000/globish.v12i2.9111>

Demir, Y., & Okyar, H. (2021). A path-analytic study into foreign language enjoyment, willingness to communicate in English, self-efficacy, and academic achievement. *Excellence in Education Journal*, 10(1), 33–69. <https://eric.ed.gov/?id=EJ1307780>

Dewaele, J.-M., & MacIntyre, P. D. (2014). The two faces of Janus? Anxiety and enjoyment in the foreign language classroom. *Studies in Second Language Learning and Teaching*, 4(2), 237–274. <https://doi.org/10.14746/ssllt.2014.4.2.5>

Dumlao, R. P. (2020). Language socialization through an oral academic presentation in an EFL environment: A qualitative study. *The Qualitative Report*, 25(2), 416–440. <https://doi.org/10.46743/2160-3715/2020.4213>

Fathi, J., & Behzadpoor, S.-F. (2025). Positive psychology in L2 speaking: The predictive roles of foreign language speaking enjoyment, the ideal L2 speaking self, and L2 speaking grit. *Studies in Second Language Learning and Teaching*. <https://doi.org/10.14746/ssllt.39160>

Guo, Y. (2024). The effect of foreign language enjoyment on students' foreign language learning. *Lecture Notes in Education Psychology and Public Media*, 70(1), 184–189. <https://doi.org/10.54254/2753-7048/70/20241021>

Hermagustiana, I., Astuti, A. D., & Sucahyo, D. (2021). Do I speak anxiously? A correlation of self-efficacy, foreign language learning anxiety, and speaking performance of Indonesian EFL learners. *Script Journal: Journal of Linguistics and English Teaching*, 6(1), 68–80. <https://doi.org/10.24903/sj.v6i1.696>

Jara, M. D., & Gutema, H. (2025). English language teaching achievement: A correlational study. *Journal of English Language Teaching*, 6(1), 1–14.

Jin, Y., & Zhang, L. J. (2018). The dimensions of foreign language classroom enjoyment and their effect on foreign language achievement. *International Journal of Bilingual Education and Bilingualism*, 23(7), 948–962. <https://doi.org/10.1080/13670050.2018.1526253>

Kheryadi, K., & Hilmiyati, F. (2021). Identifying difficulties encountered by Indonesian EFL learners in oral presentation. *VELES: Voices of English Language Education Society*, 5(1), 36–45. <https://doi.org/10.29408/veles.v5i1.2486>

Latifa, A., Rahman, A., Hamra, A., Jabu, B., & Nur, R. (2015). Developing a practical rating rubric of speaking test for university students of English in Parepare, Indonesia. *English Language Teaching*, 8(6), 166–177. <https://doi.org/10.5539/elt.v8n6p166>

Leeming, P. (2017). A longitudinal investigation into English speaking self-efficacy in a Japanese language classroom. *Asian-Pacific Journal of Second and Foreign Language Education*, 2, 1–18. <https://doi.org/10.1186/S40862-017-0035-X>

Leeming, P., Vitta, J. P., Hiver, P., Hicks, D., McLean, S., & Nicklin, C. (2024). Willingness to communicate, speaking self-efficacy, and perceived communicative competence as predictors of second language spoken task production. *Language Learning*, 74(4), 917–949. <https://doi.org/10.1111/lang.12640>

Li, C., & Wei, L. (2023). Anxiety, enjoyment, and boredom in language learning amongst junior secondary students in rural China: How do they contribute to L2 achievement? *Studies in Second Language Acquisition*, 45(1), 93–108. <https://doi.org/10.1017/S0272263122000031>

Li, C., & Zhang, L. J. (2023). The development of accuracy and fluency in second language (L2) speaking related to self-efficacy through online scaffolding: A latent growth curve modeling analysis. *Journal of Psycholinguistic Research*, 52(5), 1371–1395. <https://doi.org/10.1007/s10936-023-09950-7>

Li, J., Wang, C., Zhao, Y., & Li, Y. (2024). Boosting learners' confidence in learning English: Can self-efficacy-based intervention make a difference? *TESOL Quarterly*, 58(4), 1518–1547. <https://doi.org/10.1002/tesq.3292>

Nguyen, N., Trung Nghĩa, T., Thy, P., & Nhi, H. (2022). The relationship between students' self-efficacy beliefs and their English language achievement. *Journal of English Language Teaching and Applied Linguistics*, 4, 102–112. <https://doi.org/10.32996/jeltal.2022.4.2.10>

Oyama, R. (2022). Exploring the relationships between enjoyment, self-efficacy, engagement, and vocabulary learning in Japanese learners of English. *Journal of Asia TEFL*, 19(4), 1163–1180. <https://doi.org/10.18823/asiatefl.2022.19.4.2.1163>

Phipps, J. (2023). A mixed-method analysis of self-efficacy for speaking with university EFL learners. *The Language Learning Journal*, 52, 677–693. <https://doi.org/10.1080/09571736.2023.2227866>

Resnik, P., & Dewaele, J.-M. (2020). Trait emotional intelligence, positive and negative emotions in first and foreign language classes: A mixed-methods approach. *System*, 94, 102324. <https://doi.org/10.1016/j.system.2020.102324>

Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology*, 61, 101860. <https://doi.org/10.1016/j.cedpsych.2020.101860>

Santoso, D. R., Affandi, G. R., & Basthom, Y. (2024). 'Getting stuck': A study of Indonesian EFL learners' self-efficacy, emotional intelligence, and speaking achievement. *Studies in English Language and Education*, 11(1), 384–402. <https://doi.org/10.24815/siele.v11i1.30969>

Schunk, D. H., & DiBenedetto, M. K. (2020). Motivation and social-emotional learning: Theory, research, and practice. *Contemporary Educational Psychology*, 60, 101830. <https://doi.org/10.1016/j.cedpsych.2019.101830>

Sweller, J., van Merriënboer, J. J. G., & Paas, F. (2019). Cognitive architecture and instructional design: 20 years later. *Educational Psychology Review*, 31(2), 261–292. <https://doi.org/10.1007/s10648-019-09465-5>

Tsang, A., & Lee, J. S. (2023). The making of proficient young FL speakers: The role of emotions, speaking motivation, and spoken input beyond the classroom. *System*, 115, 103047. <https://doi.org/10.1016/j.system.2023.103047>

Varandi, S. B., & Mehrali, S. (2013). Investigating the effect of levels of proficiency on Iranian male and female EFL learners' critical thinking and self-efficacy. *Theory and Practice in Language Studies*, 3(12), 2355–2361. <https://doi.org/10.4304/tpls.3.12.2355-2361>

Wang, X., & Li, Y. (2022). The predictive effects of foreign language enjoyment, anxiety, and boredom on general and domain-specific English achievement in online English classrooms. *Frontiers in Psychology*, 13, Article 1050226. <https://doi.org/10.3389/fpsyg.2022.1050226>

Wang, Y., Derakhshan, A., & Zhang, L. J. (2021). Researching and practicing positive psychology in second/foreign language learning and teaching: The past, current status, and future directions. *Frontiers in Psychology*, 12, Article 731721. <https://doi.org/10.3389/fpsyg.2021.731721>

Wang, Y., & Sun, P. P. (2024). Development and validation of scales for speaking self-efficacy: Constructs, sources, and relations. *PLOS ONE*, 19(1), e0297517. <https://doi.org/10.1371/journal.pone.0297517>

Wu, W., & Kabilan, M. K. (2025). Foreign language enjoyment in language learning from a positive psychology perspective: A scoping review. *Frontiers in Psychology*, 16. <https://doi.org/10.3389/fpsyg.2025.1545114>

Zeng, Y. (2021). A review of foreign language enjoyment and engagement. *Frontiers in Psychology*, 12, Article 737613. <https://doi.org/10.3389/fpsyg.2021.737613>

Zhang, C., Meng, Y., & Ma, X. (2024). Artificial intelligence in EFL speaking: Impact on enjoyment, anxiety, and willingness to communicate. *System*, 121, 103259. <https://doi.org/10.1016/j.system.2024.103259>

Zhang, L., Jiang, Y., & Chen, S. (2023). Longitudinal interrelations among self-efficacy, interest value, and effort cost in adolescent students' English achievement and future choice intentions. *Contemporary Educational Psychology*, 73, 102176. <https://doi.org/10.1016/j.cedpsych.2023.102176>

Zhang, X., Ardasheva, Y., & Austin, B. W. (2020). Self-efficacy and English public speaking performance: A mixed-method approach. *English for Specific Purposes*, 59, 1–16. <https://doi.org/10.1016/j.esp.2020.02.001>

Zhang, X., Li, F., Liu, W., & Wu, P. (2025). The impact of foreign language enjoyment and engagement on students' learning outcome. *Journal of Infrastructure, Policy and Development*, 9(1), 10529. <https://doi.org/10.24294/jipd10529>

Zheng, S., & Zhou, X. (2022). Positive influence of cooperative learning and emotion regulation on EFL learners' foreign language enjoyment. *International Journal of Environmental Research and Public Health*, 19(19), 12604. <https://doi.org/10.3390/ijerph191912604>